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2005	Lane's Sustainability Office formed.
	Lane's VP of Instruction and Student Services, a group of Lane faculty, and Lane's Sustainability Coordinator formed the new Sustainability and Learning Committee.
	The Student Affairs Council Strategic Plan is approved.
2006-2008	The Learning Council Learning Plan is approved.
	The Diversity Council Work Plan is finalized.
	Lane's Board of education adopted a new college Core Value – Sustainability.
	Lane's Management Structure Workgroup (MSW) was chartered in fall of 2007; Lane's Board of Education adopts President's recommendations for management structure change in March 2008.
	Lane's Board of education hosts ten community conversations across the college service district.
2009	The Facilities Council Long-Range Strategic Campus Plan is finalized.
	A planning and community information campaign culminates in November 2008, with Lane County voters approving a 15-year, \$83 million bond request. Funds will be used to repair, renovate and upgrade college facilities.
	Lane Community College Foundation's "Opening Doors" campaign was launched in November 2008; the goal is to raise nearly \$23 million for critical community needs that are being addressed by Lane Community College.
	The Facilities Council Design Guidelines are approved.
	During its June '09 retreat, College Council begins review of Lane's Strategic Directions.
	During its July retreat, Lane's Board of Education begins review of Lane's Strategic Directions.
	June 2, groundbreaking for new Health and Wellness Center, a key component of the Lane Community College Foundation's "Opening Doors" campaign.
	Begin construction projects funded through the Lane's \$83 million Bond.

Figure B.1.1: Key Activities

Standard One – Institutional Mission and Goals, Planning and Effectiveness

Mission and Goals

What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?

An important change was made by Lane's Board of Education in January 2007 when it adopted a new college Core Value – Sustainability.¹ By adopting Sustainability as a Core Value, the Board recognized not only the importance Sustainability has in guiding the work and development of the college, it was also recognizing the related diverse and increasingly coordinated work that had been occurring across the college. As a result, the Sustainability Core Value is now intrinsically woven throughout Lane's operations and educational programs. Sustainability has been infused across the operations of the college, as evidenced by a campus-wide emphasis on recycling, along with energy and water conservation measures - most recently with the installation of photovoltaic and demonstration rainwater catch systems.

Formed in 2004, the Sustainability Office's overall mission is to implement Lane's Sustainability Core Value. The office is staffed by student workers,

¹ See Appendix B.1.1 Lane's Vision, Mission, Core Values and Strategic Directions

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volunteers, and three full-time employees: The Recycling and Surplus Property Coordinator expands and improves programs for recycling, reuse, and waste reduction. An Energy and Indoor Environmental Quality Analyst helps to enable the college to reduce its energy use while providing excellent indoor environmental quality for staff and students. The Sustainability Coordinator works on all aspects of sustainability at the college, including developing and implementing sustainability policies and procedures, maintaining compliance with the American College and University Presidents Climate Commitment, and improving sustainability in learning opportunities.

Following two focused conversations on sustainability in the curriculum in 2004-2005, the Vice President of Instruction and Student Services, a group of Lane faculty, and Lane's Sustainability Coordinator formed the new Sustainability and Learning Committee. They began meeting regularly to promote and support integration of Lane's Sustainability Core value into all aspects of learning. Goals of the Committee include identifying and promoting sustainability-focused classes, infusing sustainability throughout the curriculum, and expanding sustainability degree program options.^{2,3}

Planning

What existing plans for the future have been achieved?

Lane's ongoing planning process includes college-level strategic planning every three to five years with more detailed departmental planning annually. Institutional Plans, or strategic

Strategic Direction: Transforming the College Operation

Build organizational capacity and systems to support student success and effective operations

Core Value: Sustainability

Integrate practices that support and improve the health of systems that sustain life.

Provide an interdisciplinary learning environment that builds understanding of sustainable ecological, social, and economic systems, concern for environmental justice, and the competence to act on such knowledge.

Equip and encourage all students and staff to participate actively in building a socially diverse, just, and sustainable society, while cultivating connections to local, regional, and global communities.

directions, offer a framework for planning that governance councils use in developing their strategic plans.⁴ Unit Plans are detailed plans developed annually during the unit planning process and progress toward achieving unit planning goals is ongoing. Unit Plans and accomplishments for 2008-09, organized by college strategic directions and governance council goals, are reported at the website of the Office of Academic and Student Affairs.⁵

² See Appendix B.1.2: Early Projects of the Sustainability and Learning Committee

³ See Appendix B.1.3: Unit Planning Purpose Statement

⁴ See the Standard One Evidence Binder for the following Governance Council Plans: Lane's Learning Plan, Long-Range Strategic Campus Plan, Diversity Council Work Plan, Student Affairs Council Strategic Plan.

⁵ See <http://lanec.edu/oasa/unitplans/unitplans2008-2009.html>

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In addition to the ongoing planning process that focuses on the work of units, Lane also has recently established and achieved some special college-wide plans that are aligned with the college mission and strategic directions.

A special college-wide plan that was developed and adopted during the 2007-08 academic year, which is aligned with the Strategic Direction of “Transforming the College Operation,” relates to the management structure of the college. The Management Structure Workgroup (MSW), chartered in fall of 2007, evaluated Lane’s management structure, reviewed options, and made recommendations for the college administrative/management structure at the executive and division chair/director level. The workgroup, which was chaired by the Vice President for Academic and Student Affairs, completed its charge and submitted a report to the President, who recommended the following management changes for Board approval in March 2008.⁶ Those recommended changes supported:

- *Lane's mission, vision, values, and strategy*
- *Accountability*
- *Informed and inclusive decision making*
- *Transparency and clarity of operations and decision making*
- *Open lines of communication.*

Lane’s successful bond campaign represents another special college-wide plan that is aligned with the Strategic Direction of “Transforming the Learning Environment.” Lane conducted community research and then designed and implemented a community-wide grass-roots bond information campaign about the college’s facilities needs. The bond campaign required college-wide effort spanning more than two years. It involved assessment of the potential for renewing Lane’s 1995 bond and identification of needs across the college for capital improvements that could be accomplished through a special bond.

Board members, students, staff from across the college and the newly formed Lane League, comprised of community leaders who have volunteered to serve as advocates in the community for the college, energetically carried out that campaign. The campaign culminated in November 2008 when voters from Lane’s district approved a 15-year, \$83 million bond request. The college is using those bond funds to repair, renovate and upgrade college facilities.⁷ Extensive and detailed project planning is being guided by the Bond Leadership Team, work of the Facilities Council, and needs identified during Lane’s annual unit planning process.

Strategic Direction: Transforming the Learning Environment

Create, enhance and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing, and environmentally sound

⁶ This work is described in more detail in Standard Six

⁷ For a summary of construction projects, see <http://www.lanecc.edu/facilities/building.html>

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Another example of a special college-wide plan that is aligned with the Strategic Direction of “Transforming the Learning Environment” is the Lane Community College Foundation’s “Opening Doors” campaign⁸ that was launched in November 2008 with a goal of raising nearly \$23 million for critical community needs that are being addressed by Lane Community College. The “Opening Doors” campaign will help Lane respond to the growing local and national shortage of nurses and other health professionals that will affect the quality of patient care in the future. The four initiatives that will be funded by the “Opening Doors” campaign are:

1. *A new Health and Wellness Center on Lane's main campus*
2. *An endowment to hire additional faculty*
3. *A scholarship endowment, and*
4. *The President's Fund for Innovation.*

With an estimated cost of \$15 million, the new Health and Wellness Center will provide space needed to expand nursing and other health care career programs. The Oregon legislature approved \$6.75 million in matching funds for the Center. The college succeeded in raising its share of the needed funds, and groundbreaking for the new Center occurred June 2, 2009.

A fourth example of a special college-wide plan that was developed over several years is the recent Strengthening Institutions Title III grant, “Engaging Students.” This US Department of Education grant provides \$2 million over a five year period enabling Lane to focus on student retention and success. In addition to being aligned with Lane’s Strategic Direction of “Transforming Students’ Lives”, the goals of this grant also align with the plan developed by the Oregon department of Community Colleges and Workforce Development (CCWD) in its recently completed *Oregon Community College Student Success Plan — Measure What You Treasure* (see “Achievement of Institutional Expectations,” below).

Strategic Direction: Transforming Students’ Lives

*Foster the personal, professional
and intellectual growth of
learners by providing exemplary
and innovative teaching and
learning experiences and
student support services*

What new plans have been formulated?

While staff in a variety of forums have been planning and working to achieve Lane’s Strategic Directions, College Council is currently developing a work plan to guide the review and updating of Lane’s Strategic Directions. That work plan will include the other Governance Councils and the plans they have developed. Lane’s Board of Education also will engage in this project and has already completed some important related work by conducting community conversations in ten different locations across Lane’s service district during 2007-08. In those community conversations, Board members listened to ideas from citizens about what Lane has been doing well, what Lane should be doing more of in the future to meet community needs, and

⁸ See <http://www.lanecollege.edu/foundation/openingdoors/>

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what Lane should do to support development of the community.⁹ Additionally, during spring conference 2008, all Lane staff engaged in similar conversations using a world café technique that enabled staff to discuss three questions:¹⁰

1. *What major forces/issues in the external world (global, national, and community) have an effect on Lane?*
2. *What is the profile of Lane's future students?*
3. *What should Lane Community College do to respond to the changing environment?*

Planning and Effectiveness

Succinctly describe the institution's current status in meeting the requirements of Standard 1.B - Planning and Effectiveness.

Lane's Mission, Core Values, and Strategic Directions guide planning and ongoing work activities that occur across the college, both in governance councils and also in the annual unit planning process.¹¹ Budget development strategies and priorities that College Council approves each year closely align with the college mission and strategic directions.¹²

Strategic Direction: Transforming Students' Lives

Create, enhance and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing, and environmentally sound

Lane's Strategic Plan achieves more form and direction through Lane's governance system, which is charged with planning and policy development for the college and is made up of seven councils. Six councils have responsibility for specific functions of the college and the College Council is charged with overall responsibility for the operation and effectiveness of the system and with specific budget development activities.

For example, Facilities Council is a governance council with responsibilities for planning related to the Strategic Direction of "Transforming the Learning Environment." Facilities Council has developed a Long Range Strategic Campus Plan and also a comprehensive set of Design Guidelines for all major facility remodels, renovations, and new construction projects. Recently approved by College Council, the Guidelines are an example of work completed by an area council being used directly in planning and designing projects to achieve a college strategic direction funded through Lane's 2008 bond.

Strategic Direction: Transforming Students' Lives

Foster the personal, professional and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services

⁹ Summaries of these conversations may be reviewed at <http://www.lanec.edu/research/planning/2007-08CommunityConversations.htm>.

¹⁰ Summaries of these conversations may be reviewed at <http://www.lanec.edu/research/planning/SpringConferenceWorldCafeConversations.htm>.

¹¹ The diagram in Appendix B.1.4 depicts the components of on-going planning at Lane and linkage between those components

¹² See *Budget Development Strategies, Priorities, and Principles and Criteria for FY 10 in the Standard One Evidence Binder*

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Lane's annual Unit Planning process, undertaken for the first time in 2003-04, continues to provide a key link between the college Strategic Plan and the direction and work at the unit level. Like plans developed by governance councils, unit plans are aligned with the college Strategic Plan and have the potential to become building blocks for future strategic plans. During the unit planning process, staff in each department check to ensure the goals of their unit are aligned with the goals of Lane's Strategic Plan and with college priorities. During this annual process, each unit also evaluates its effectiveness in operations for the prior year, identifies accomplishments, and sets priorities for the future.

During the second phase of annual unit planning, units develop requests for initiatives that may require additional funding. Executive Deans in Academic and Student Affairs review requests and prepare a prioritized list in alignment with college-wide priorities. This review and prioritizing process improves coordination across units and strengthens the link between college-level strategic planning and unit-level annual planning. The prioritized requests are forwarded to the Curriculum Development Committee, the Carl Perkins Grant Committee, and the Technology Fee Committee for evaluation and funding allocation recommendations, which are finally approved by the Executive Team.

To guide the annual budget development process each year, College Council approves budget development principles, strategies and priorities. College Council has approved a consistent set of institutional priorities over the past several years. For example, for 2009-10, institutional priorities again include enrollment management, as well as institutional mandates such as assessment, efficiencies and productivity. Within enrollment management, two specific elements of that priority have been high school connections and student recruitment and retention. A strategic conversation in 2003 between Lane's Board and the superintendents and principals from high schools across Lane's service district served as a catalyst in the creation of the high school connections priority, intending to improve connections between district high schools and the college. Specific initiatives developed from this priority included redirecting existing resources to create the High School Connections program, expansion of College Now, and development of the Regional Technology Education Consortium.

Two over-arching strategies that have come from College Council for the past several years have been related directly to fiscal sustainability – to increase revenue and decrease expenses. The more specific budget development priorities approved by College Council that are aligned with these strategies, provide more specific guidance to units during the annual unit planning process.

Achievement of institutional expectations

What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?

One means by which Lane evaluates institutional effectiveness and goal attainment is through regular reporting to the Board on Lane's primary measures of institutional effectiveness. In December 1992, Lane adopted 12 primary measures and 27 benchmarks to enable the college to track achievement of its mission and goals.¹³ These measures can be useful in identifying areas of potential concern that may warrant further study or attention, and in providing quantitative data on two broad variables — institutional effectiveness and student outcomes — for internal and

¹³ See Appendix B.1.5 Primary College Measures and Benchmarks

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external audiences. Additionally, effectiveness assessment surveys, evaluations, and special studies are conducted annually or when need arises.

Annual Monitoring Reports required by the Board and tied to Board policy focus on areas such as finance, treatment of learners, treatment of staff, and college assets. Lane Benchmarks are prepared and presented to the Board each month. Prior to presentation the Executive Team discusses benchmarks to identify areas that may need more specific analysis or action. The Benchmarks prompt discussion during the Board meeting and help Board members understand the issue being evaluated. Those discussions also generate ideas for additional effectiveness measurement and future evaluation.¹⁴

A change recently occurred at the state level as the Key Performance Measures for Oregon community colleges were supplemented in September 2008 as CCWD completed the *Oregon Community College Student Success Plan — Measure What You Treasure*. This plan focuses on creating measures for three key areas of student success: access, progress and goal attainment. These measures will provide community colleges with a more complete picture of student enrollment and achievement patterns, and are intended to provide community colleges with the knowledge to act in ways that will lead to increased student success. Lane is currently working with other Oregon community colleges to put measures into operation and to update the Oregon Community Colleges Unified Reporting System with data needed to assess performance.

Another recent change at the state level was the formation of a consortium of Oregon community colleges to conduct the Community College Survey of Student Engagement (CCSSE). Findings from the CCSSE are used at each college and at Lane they were instrumental in developing Lane's Title III grant, and they will be crucial in performance reporting for that grant. The findings also are used in aggregate by CCWD to report on the performance and accomplishments of Oregon community colleges. The Oregon community college consortium is also collaborating to conduct the Survey of Entering Student Engagement (SENSE) during fall term 2009.

Summary

Lane is committed to principles that guide effective planning, performance measurement, and resource allocation and it applies those principles each year as it works through its annual college-level and unit planning processes and budget development. The addition of a new college Core Value of Sustainability recognized the importance of this concept across all of Lane's operations and programs. The process of reviewing and updating Lane's Strategic Directions that was begun during 2007-08, will be completed during the 2009-10 academic year.

¹⁴ See Lane's Profile, at <http://www.lanec.edu/research/ir/benchmarks.html>

Appendix B.1.1 – Lane’s Vision, Mission, Core Values and Strategic Directions

Vision

Transforming lives through learning

Mission

Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

- Professional technical and lower division college transfer programs
- Employee skill upgrading, business development and career enhancement
- Foundational academic, language and life skills development
- Lifelong personal development and enrichment, and
- Cultural and community services

Core Values

Learning

- Work together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

Diversity

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

Innovation

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

Collaboration and Partnership

- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

Integrity

- Foster an environment of respect, fairness, honesty and openness
- Promote responsible stewardship of resources and public trust

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Accessibility

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

Sustainability

- Integrate practices that support and improve the health of systems that sustain life and learning
- Provide a learning environment that fosters ecological awareness, diversity, interdisciplinary breadth, and the competence to act on such knowledge
- Equip and encourage all students and staff to participate fully as citizens of an environmentally, socially, and economically sustainable society while cultivating connections to local, regional, and state communities

Strategic Directions

Transforming Students' Lives

- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Commit to a culture of assessment of programs, services and learning.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

Transforming the Learning Environment

- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
- Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.

Transforming the College Organization

- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.

Adopted by the Board of Education, December 2003.

Appendix B.1.2 – Early Projects of the Sustainability and Learning Committee

- Conducted an inventory of existing classes currently covering sustainability issues. (completed in 2005).
- Defined principles of sustainability (completed and adopted as core value in January 2007).
- Investigate degree and curriculum requirements (this is on-going).
- Sponsored a summer academy organized around sustainability (hosted Oregon Bioneers Conference in 2005 & 2006; hosted Conference on Sustainability for Oregon Community Colleges in 2007; hosted League for Innovation Sustainability Symposium in 2007; hosted National Conference on Sustainability in 2008; currently working on a Precautionary Principle Academy for October 2008).
- Promote organizational learning to educate all staff and students about sustainability (the Sustainability and Learning Committee organized the programming for the 2006 spring conference which had Sustainability as a theme; the Committee has worked on several other educational events in the past three years).
- Organize the campus to be a sustainable organization (this is on-going).
- During the 2005-06 academic year, Lane students built a small-scale biodiesel plant and produced fuel that is burned in the campus boiler. The biodiesel project, a model of sustainability, was the outgrowth of student work to synthesize biodiesel from waste cooking oil as an organic chemistry class project. This project has been supported by the college's Sustainability Program and is a joint project of the Sustainability Program and Lane's Green Chemistry Club.
- Natural landscaping is now the practice across the campus. Additionally, Lane's Learning Garden, established spring 2006, offers students from many disciplines valuable leadership experience through planning and managing hands-on activities. Learning Garden volunteers can qualify for work study, internships, service learning hours, or class credit from specific faculty who support the garden with their curriculum. Produce feeds Learning Garden volunteers with bulk harvest going to the Culinary Arts department as part of the national Farm to Cafeteria Program.

Appendix B.1.3 – Unit Planning Purpose Statement

In the development of short- and long-term plans for the college, unit plans serve to provide details on the Strategic Plan at the unit level. In other words, unit plans are subsets of the grander Strategic Plan, and have the potential to become the building blocks for future strategic plans.

The unit planning process is, therefore, a concerted effort at the “local” level to ensure that every unit of the college is finely tuned to the goals and objectives of the college’s Strategic Plan and its priorities¹, and is a process by which units (instructional and non-instructional areas) reflect and evaluate their work and make plans for the future.

Through this process unit personnel will have the opportunity to develop a vision for their unit and then identify the resources necessary for the unit to work towards that vision. Thus, unit planning will also serve as an important document upon which future financial planning for the college can be based— planning drives resource allocation². Further, unit plans become the basis upon which units can review their efficiency and effectiveness, which when aggregated across all the units will directly result in college-wide advancements in resource utilization and quality of service provided.

During the unit planning process, each unit will engage in the following components:

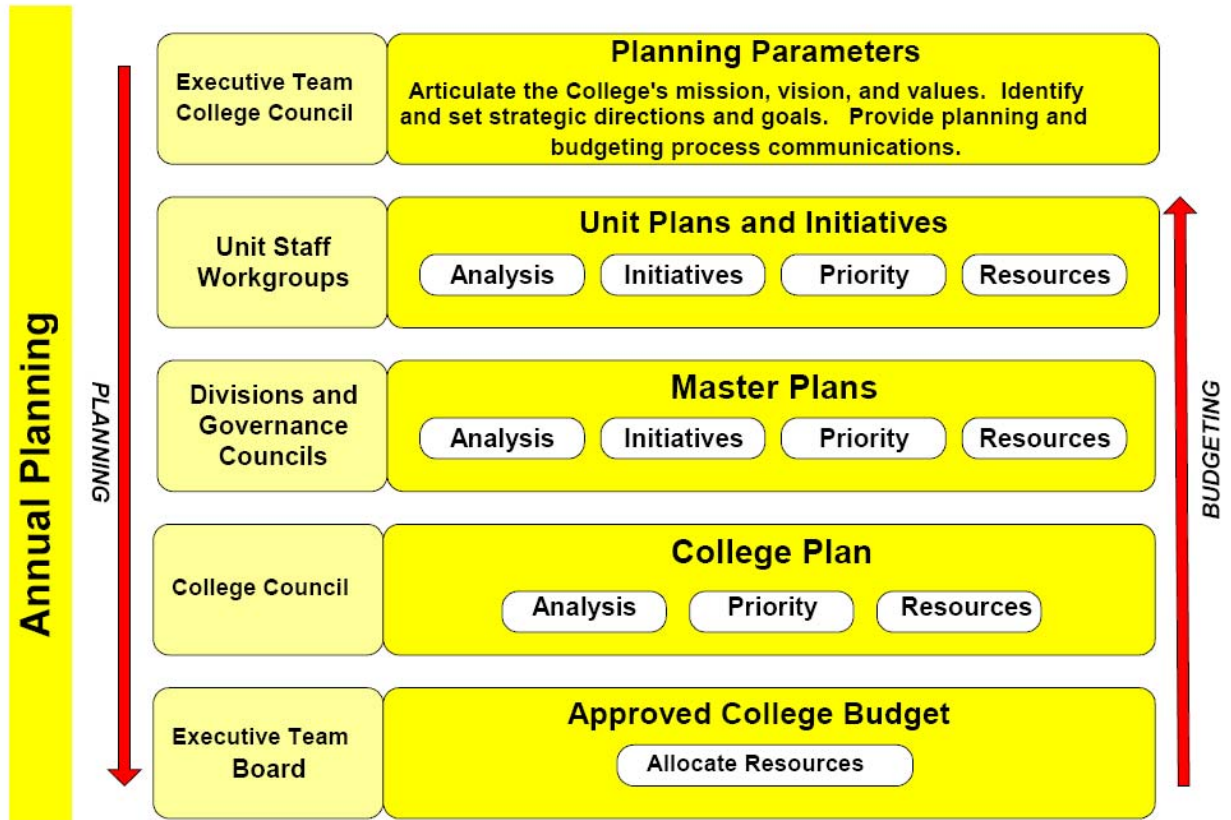
- Identify the unit’s mission or purpose, and identify how the unit’s work meets the mission, vision, core values and strategic directions of the college.
- Identify the intended program outcomes
- Identify, and explain the rationale for, the resources necessary to achieve the intended outcomes
- Establish a framework to measure progress towards the intended outcomes.

Sources of funding are Carl Perkins, Technology Fee, and Curriculum Development Funds; there are no recurring general funds available to support initiatives developed through from the unit plans.

Unit planning accomplishments toward goals set in prior unit plans can be reviewed at: <http://www.lanec.edu/oasa/unitplans/unitplans2008-2009.html>.

Unit plans can be reviewed at: <http://www.lanec.edu/oasa/unitplans.html>.

Appendix B.1.4 – Components and Linkage of On-going Planning



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Appendix B.1.5 –Primary College Measures and Benchmarks

The following measures reflect the twelve primary desired outcomes of Lane students.

Outcome	Description
1	Career technical students are employed in jobs related to training.
2	Career technical students attain appropriate skills.
3	Career technical students attain family wage jobs.
4	Transfer students attain academic performance levels at four-year institutions comparable to what they achieved at Lane.
5	Students who want a bachelor's degree transfer to a four-year institution.
6	Students transfer to an institution or program of choice with minimal difficulties.
7	Students attain appropriate skills for further academic study.
8	Students attain a high school diploma or GED certificate.
9	Students attain 8.9 grade level competency.
10	Students achieve their individual goals.
11	Students and community members are satisfied with the college's services and overall offerings.
12	Community members use Lanes' community services and participate in its cultural events.

Lane's Benchmarks

- FTE by reimbursement code.
- Student headcount for credit, noncredit, and total college.
- Number of students by gender, age, ethnicity, and disability status.
- Educational goal at Lane.
- Main reason for attending.
- Percent of students enrolling from district high schools.
- Feedback from former students on overall satisfaction with (a) courses and (b) services.
- Feedback from former students about importance of skills and effectiveness of Lane Training.
- Feedback from former students about whether they achieved their goals.
- Employment status of former students.
- Community ratings of Lanes' overall quality and the quality of instruction.
- Students' degrees and certificates by gender and ethnicity.
- Employee headcount by group.
- Minority staff by employee group.

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Appendix B.1.5 (cont) – College Primary Measures and Benchmarks

- Budgeted staff by employee group.
- Staff workload equivalency (WLE) ratios.
- Percent of revenues from state, local, and tuition/fees.
- Percent of expenditures for plant operation and maintenance.
- Change in general fund cost per FTE.
- Change in general fund and general fund / special revenue fund cost per FTE.
- Facility utilization on the main campus by type of space.
- Number and total dollar amount of grants with external agencies.
- Percent of county residents over age 15 who enroll.
- Percent of district residents over age 16 using Lane's services.
- Percent of district residents over age 16 intending to use Lane's services.
- Percent of district residents over age 16 who are aware of Lane.
- Ratings of educational services by district residents over age 16.